Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at http://about.jstor.org/participate-jstor/individuals/early-journal-content.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

(4) Please be as *concise and brief* as is consistent with clearness, omitting the more obvious details but emphasizing the important steps.

(5) Please write *clearly and on one side only* of a sheet of paper and put *not more than one* solution on the same sheet.

In conclusion, attention is called to the statement made in the January issue under the heading "Problems and Questions," where the hope was expressed that in time this department might become useful in throwing light upon real difficulties arising in connection with actual work in which we are engaged. Some problems proposed are of this character and it is hoped that still more may be in this line. In order to encourage such questions, in cases where it is not convenient to formulate a problem, and where the questioner may not care to advertise his difficulty, the editors will provide a section of miscellaneous questions and answers (withholding the names of both questioners and answerers when so requested). Such questions might well refer, for example, to the selection of subject matter and method of presentation in courses in collegiate mathematics, and they might elicit replies in the form of a short symposium or they might even lead in some cases to extended articles. On the other hand, these questions might refer to difficulties of interpretation or to obscure steps in some demonstration or to anything whatsoever of mathematical import on which the questioner honestly seeks light. We may not be able to answer all such questions, but, at least, we will try to do so or to find some one who can. Communications for the department of "Miscellaneous Questions" may be sent directly to the Managing Editor, or preferably to Professor R. D. Carmichael, Indiana University, Bloomington, Ind., who will have this special department in charge. Of course all such communications should be signed but the names will be withheld from publication if so requested.

NOTES AND NEWS.

FLORIAN CAJORI, CHAIRMAN OF THE COMMITTEE.

The attention of all is called to the remarks of the Managing Editor under the heading "Problems and Questions" of this issue.

MR. F. E. CARR, who is instructor in mathematics in Oberlin College, will spend next year on leave of absence in graduate study at the University of Chicago.

PROFESSOR GORDON N. ARMSTRONG, of Ohio Wesleyan University, who last March passed successfully his examination for the degree of doctor of philosophy at the Technische Hochschule in Munich, spent the second semester traveling in Europe and in visiting one or two of the more important universities in Germany.

In the *Journal of the Washington Academy of Sciences* (Vol. III, June 19, 1913) C. E. VAN ORSTRAND publishes tables of the exponential functions, e^x, e^{-x}, for $x = 0.0$ to $x = 32.0$, to either 20 decimals or 20 (sometimes more) significant figures.

W. C. EELLS, professor in Whitworth College, Tacoma, contributes to the *Bibliotheca mathematica* for July, 1913, a short article on "Numerals in Indian Languages of North America." A fuller account of this research will appear in the November issue of the MONTHLY.

PROFESSOR R. R. SHUMWAY of the department of mathematics of the University of Minnesota has been appointed a member of the administrative board of the College of Science, Literature, and the Arts.

ASSISTANT PROFESSOR GUY H. ALBRIGHT, who was at Harvard University during the second semester of last year, resumes his work at Colorado College this fall.

It will be of interest to many readers of the MONTHLY to know that abstracts of fifteen of the thirty-six German reports to the International Commission on the Teaching of Mathematics may be found in the *Teachers College Record* of March, 1912 (published by the Teachers College, Columbia University, 30 cents per copy).

DR. E. L. DODD, of the University of Texas, contributes to the *Bulletin of the Mount Weather Observatory* (issued in April, 1913) an interesting discussion of the question: "Is the average of measurements the best approximation for the true value or normal value?"

The University of California Publications in Mathematics for June, 1912, contain an article by HENRY W. STAGER, "On Numbers which Contain No Factors of the Form $p(kp + 1)$."

An article, "The method of monodromie with applications to three parameter quartic equations" by Professor R. P. BAKER, of the State University of Iowa, appeared in the March number of the *Annals of Mathematics*.

The psychology of the errors committed in elementary mathematics is the subject of an article which has appeared in recent numbers of *School Science and Mathematics*. It is written by Principal THOMAS J. MCCORMACK of the La Salle-Peru High School of La Salle, Ill.

Five candidates for the Doctorate in mathematics were awarded the degree at the autumn convocation at the University of Chicago; namely, W. L. MISER, instructor-elect at the University of Minnesota; F. M. MORRISON, instructor on leave of absence from the University of Washington; W. WARREN, instructor at the University of Manitoba; E. J. MOULTON, just promoted to an assistant professorship at Northwestern University; and W. C. KRATHWOHL, associate professor-elect at Ripon College. MISS MILDRED L. SANDERSON, who received the degree in June, is instructor-elect at the University of Wisconsin.

Ginn and Company have recently published "The Teaching of Arithmetic" by PROFESSOR DAVID EUGENE SMITH of Columbia University. The work has been prepared with a view to the needs of teachers' reading circles and of those who are giving instruction or supervising the work in arithmetic in the elementary schools. Another book of the same class which has appeared recently is DR. A. W. STAMPER'S "Text-book on the Teaching of Arithmetic," published by the American Book Company. Dr. Stamper is head of the department of mathematics at the State Normal School in Chico, California.

The *Bibliotheca mathematica* for July, 1913, contains two short articles by L. C. KARPINSKI, the first on "Recorde's Whetstone of Witte," the second on "The Oxford Mathematician, John Caswell (1655–1712)." To the biographical detail about Caswell we add a statement from Bishop Berkeley which apparently refers to a publication of Caswell not noted by Karpinski. Speaking of the cone and the archimedean cylinder circumscribed about a sphere, Berkeley[1] says: *Idem quod Tacquetus, etiam Cl. Wallisius in additionibus et emendationibus ad cap. LXXXI. algebrae suae, a D. Caswello ope Arithmetices Infinitorum demonstratum exhibet.*

HEINRICH WEBER, professor of mathematics in the University of Strassburg and author of works on algebra, died on May 17 from apoplexy. He was president of the third International Congress of Mathematicians, which was held at Heidelberg in 1904, and he wrote a large number of mathematical articles. He is probably best known to Americans by his algebra, consisting of three large volumes, and by the Encyklopädie der Elementar-Mathematik.

The EULER-KOMMISSION has issued a circular in which attention is called to the fact that the publication of Euler's Complete Works is more expensive than had been anticipated. It appears now that the deficit might reach two hundred thousand francs, and it is proposed to organize a society whose members are to make annual contributions of at least ten francs during the period of about fifteen years required for the publication. These members are to receive annually a brief report of the progress of the publication and also portraits of Euler.

In the *Tôhoku Mathematical Journal* for May, 1913, DR. G. B. HALSTED traces the history of the prismoidal formulas. Newton (*Methodus Differentialis*, 1711; further carried out by Cotes, in the works of Newton collected posthumously, 1722) showed how an area or volume could be evaluated from parallel cross-sections, and especially that from three cross-sections, following at the same distance apart, we get approximately the enclosed segment if we add the outer sections to four times the mid-section and multiply the sum by a sixth of the distance between the outer sections. Maclaurin (1742, *Fluxions*, No. 848) showed that Newton's special rule gives the content exactly when every section parallel to the base is a function of its distance from it of a degree not higher than the third, $f(x) = n_0 + n_1x + n_2x^2 + n_3x^3$. In Halsted's *Mensuration* (1881) the applicability of Newton's three-term prismoidal formula was treated without the calculus; the term prismatoid was introduced for a polyhedron with no summits other than the vertices of two parallel faces. In the present article Halsted derives a criterion for two-term prismoidal formulas.

---

[1] *The Works of George Berkeley*, Vol. III, Oxford, 1871, p. 54.

In beginning the re-publication in full of the Final Report of the National Committee of Fifteen on Geometry Syllabus, *The Irish Journal of Education* makes the following significant statement:

"To Professor Slaught, of the University of Chicago, Managing Editor of the *American Mathematical Monthly,* and Chairman of the National (U. S. A.) Committee on Geometry Syllabus, we are indebted for permission to re-publish in our JOURNAL the Final Report of the Committee. Very many copies of this Report have been called for and distributed in America—about 22,000 altogether, we think. In Ireland, we are not mistaken, we think, in saying that ours is the only body which has troubled itself with this important Report. A couple of Boards directly connected with education were unrepresented at the Congress—Is this a justification of the official assertion that there is money for everything but education? It is left to a body of hard-working, badly treated, and indifferently paid teachers, to do something to maintain educational progress, and make known the advances in other countries. Truly there is something strange in this spectacle."